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ABSTRACT

An evaluation report on faculty and staff recruitment by the Austin Independent School District (AISD) is presented. Recruitment goals included increasing the percentage of the Black and Hispanic staff population to equal the percentage of Blacks and Hispanics among the student population. Attention is directed to the ethnic percentages of AISD students in comparison with the state as a whole, along with the ethnic and sex percentages of AISD professional employees in comparison with the state and nation. The labor market available to AISD is also described. Information concerning the ethnicity and sex of teachers who were interviewed and hired after either campus visits or in-office visits is presented. Additionally, data on teachers placed in "highly visible positions" are provided. The effects of the recruiting and hiring efforts of the District are also examined. Comparisons of the 1981 goals and actual staffing levels are presented, and projections are used to determine if the District could have reached its goals during 1981. Finally, a summary of the goal commitments prepared by administrators and campuses concerning faculty/staff recruitment for 1982 are provided. A summary of the evaluation findings are included. (SW)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

FACULTY/STAFF RECRUITMENT REPORT: CALENDAR YEAR 1981

January, 1982

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TABLE OF CONTENTS

	Table of Contents	ii
I.	Summary	1
II.	Background	7
III.	Context	8
IV.	Recruitment and Hiring Information	27
V.	Current Staffing Patterns and Future Goals	36
	References	43
	Attachment 1: Faculty/Staff Recruitment Plan	44

Chapter I

Summary

Major Positive Findings

1. The District has increased its percentages of Black and Hispanic professionals and administrators above 1980 levels. The ethnic percentages of administrators match the student percentages more closely than the professional percentages do.

2. Female representation at the administrative level has risen to 49.2% (December 1980) from 45% (April 1979).

3. A greater percentage of Black and Hispanic applicants who completed applications in 1981 received job offers than Other applicants.

4. The District is hiring Black professional applicants at 1.25 times the rate they receive teacher certificates in Texas. Hispanics are being hired at 1.4 times the rate certified.

Major Findings Requiring Action

1. The acceptance rates for offers made to Black and Hispanic applicants are lower, 75% and 82% respectively, than it is for Others (94%).

2. Only about half of the Black and Hispanic college students who interview on their campuses submit applications.

3. As a group, Black teachers and administrators are older than Hispanics and Others. If more younger Blacks are not hired the loss of retiring Blacks may reverse the trend toward increases in Black employment.

4. A lower percentage of male applicants for professional positions receive job offers than female applicants. The District especially needs to increase the number of Black, male professionals.

5. More than one in six professional employees leave the District each year. This number may not be unusual for a large urban District; however, it seems great enough to suggest a problem for AISD.

The recruitment and hiring of staff in ways to ensure the fair treatment of all concerned parties--the applicants, the District, and the students--is a complex problem. It is also a problem charged with strong emotions. This report attempts to present and interpret the Districts' efforts in this area in a fair and objective manner; however, readers are encouraged to examine the results for themselves to see if the conclusions drawn are justified.

The summary of findings is presented by ethnic group.

Blacks

The Goal

The goal of the Faculty/Staff Recruitment Plan is for the percentage of Blacks in the professional population of AISD to equal that of the student population.

The Student Population

1. About 19.2 percent of AISD students are Blacks.

2. The percentage is up 0.2% from 1980.

The Professional Population

1. Currently about 12.9% of AISD professionals (employees with contracts who are not administrators) are Blacks.

2. AISD is 67% of the way to meeting its recruitment goal for Black professionals.

3. When only professionals over 35 are considered, the District has reached 95% of its goal. The percentage for professionals 35 or younger is only 46%. Losses due to retirement will hit the older group the hardest while the supply of young, Black professionals and administrators is declining.

4. Black professionals are least likely to leave the District of the three ethnic groups (about 9% a year).

5. AISD currently needs about 230 more Black teachers to reach the goal.

The Administrative Population

1. Currently about 15.8% of AISD administrators are Black.

2. AISD is 82% of the way to meeting its recruitment goal for Black administrators.

3. When only administrators above the age of 45 are considered, the District has exceeded its hiring goal with respect to Black administrators. They represent 23.4% of that population.

4. Blacks represent only 8.2% of the administrators 45 or younger.

The Teacher Supply

1. While Blacks represent 19% of the students in AISD and 15% of Texas students, they only earn about 7% of the teaching certificates issued. Therefore, to meet its goal, the District must hire Black teachers at about 3 times the rate they receive certificates (19.2% vs. 6.6%).

2. The rate at which Blacks are granted teaching certificates in the State of Texas is decreasing.

3. There has been a decline in Black representation in the AISD student teaching population since 1975/76.

Recruitment and Hiring

1. Only about half of the prospective Black applicants interviewed on their college campuses submit applications to AISD.

2. Of those Blacks who interviewed on campus and submitted applications, 36% received job offers from AISD. This percentage was greater than that of Hispanics (28%) or Others (13%).

3. The percentage of Blacks (50%) who accepted those offers was greater than the percentage of Hispanics (40%) and lower than the percentage of Others (83%).

4. The percentage of new Black applicants who were interviewed in the office who received job offers (32%) was between the percentage of similar Hispanic and Other applicants. (44% and 30% respectively) who received offers.

5. The acceptance rates for these Blacks and Hispanics (78% and 77%) were below the acceptance rate of Others (90%).

6. When all offers and acceptances are considered, Blacks had the lowest acceptance rate (75%) of all groups (82% for Hispanics, 94% for Others).

7. The District is hiring Black professionals at about 1.25 times the rate they receive teaching certification.

Progress Toward the Goal

1. The percentage of Black professionals in AISD rose from 12.6% in 1980 to 12.9% in 1981, a net gain of eight professionals.

2. At that rate, the goal for professionals will be reached in 29 years.

3. The percentage of Black administrators in AISD rose from 14.4% in 1980 to 15.8% in 1981, a net gain of four administrators.

4. At that rate, the goal for administrators will be reached in about three years.

Hispanics

The Goal

The goal of the Faculty/Staff Recruitment Plan is for the percentage of Hispanics in the professional population of AISD to equal that of the student population.

The Student Population

1. Currently about 28% of the AISD student population is Hispanic.
2. The percentage is up about 1% from 1980.

The Professional Population

1. Currently about 12.9% of AISD professionals (employees with contracts who are not administrators) are Hispanics.
2. AISD is about 40% of the way to meeting its recruitment goal for Hispanic professionals.
3. Seventy-five percent of Hispanic professionals in AISD are 35 or under.
4. About 18% of the Hispanic professionals leave the District each year.
5. AISD currently needs about 558 Hispanic professionals to reach the goal.

The Administrative Population

1. Currently about 17.4% of AISD administrators are Hispanics.
2. AISD is about 62% of the way to meeting its recruitment goal for Hispanic administrators.
3. When only administrators 40 or younger are considered, the District has exceeded its goal for Hispanic administrators. They represent 31.0% of this population. They represent 27.7% of the population 45 or younger.
4. Hispanics represent only 7% of the population of administrators above 45 years of age.

The Teacher Supply

1. While Hispanics comprise about 28% of the AISD and 27.5% of Texas students, they only earn about 12% of the teaching certificates. Therefore, to meet its goal, the District must hire Hispanic teachers at about 2.5 times the rate they receive certificates (28% vs. 11.7%).

2. The percentage of teaching certificates awarded to Hispanics has remained constant in recent years.

3. There has been a decline in Hispanic representation in the AISD student teaching population since 1979-80.

Recruitment and Hiring

1. Only half of the prospective Hispanic applicants interviewed on their college campuses submit applications to AISD.

2. Of those Hispanics who interviewed on campus and submitted applications, 28% received offers from AISD. This percentage was intermediate between the percentages for Blacks (36%) and Others (13%).

3. The percentage of Hispanics (40%) who accepted those offers was lower than that of Blacks (50%) or Others (83%).

4. The percentage of Hispanic applicants (44%) who were interviewed in the personnel office who received job offers was greater than that of the other two groups (32% for Blacks, 30% for Others).

5. The acceptance rates for these Hispanics and Blacks (77% and 78%) were below the acceptance rates of Others (90%).

6. When all offers and acceptances are considered, Hispanics had an intermediate acceptance rate of 82%. Blacks had a rate of 75%. Others had a rate of 94%.

7. The District is hiring Hispanic professionals at about 1.4 times the rate they receive teaching certification.

Progress Toward the Goal

1. The percentage of Hispanic professionals in AISD rose from 12.3% in 1980 to 12.9% in 1981, a net gain of 20 professionals.

2. At that rate the goal will be reached in about 28 years.

3. The percentage of Hispanic administrators in AISD rose from 15.6% in 1980 to 17.4% in 1981, a net gain of five administrators.

4. At that rate, the goal for administrators will be reached in about seven years.

Other Findings

1. Blacks (15.7%) and Hispanics (17.3%) represent a larger percentage of the administrative population than of the professional population.

2. The percentage of males in the AISD professional ranks has decreased slightly in the past two years.

3. At the professional level, the ratio of females to males is greatest for Blacks (6 to 1) and lowest for Hispanics (3.4 to 1). Others are intermediate (3.9 to 1).

4. At the administrative level the ratio of females to males is greater than 1.00 for both Blacks (1.2 to 1) and Hispanics (1.4 to 1) and less than 1.00 for Others (.8 to 1).

5. The percentage of female administrators has grown about 4% (45% to 49.1%) from April 1979 to December 1981.

6. The ratio of minority applicants hired to the number of campuses visited is greater for out-of-state visits (6 hires for 9 visits) than for in-state visits (8 hires for 37 visits).

7. Twenty-four "highly visible positions" were filled in 1981. Twenty-one percent went to Black applicants; 17% went to Hispanic applicants, and 63% went to Others.

Chapter II

Background

On November 28, 1977, the Board of Trustees for the Austin Independent School District formally adopted a plan committing itself to providing equal employment and promotional opportunities for all individuals. A copy of the Faculty/Staff Recruitment Plan is contained in Attachment 1 of this report.

The Plan adopted by the Board establishes goals for the sex and ethnic representation of the District's staff. These goals are as follows:

A. The Austin Independent School District will make a continuous effort to place male and female representation at all levels of employment whenever possible.

B. The Austin Independent School District will make a continuous effort to attain the ethnic percentages of professional personnel at all levels which approximately correspond to the ethnic percentages of pupil enrollment.

A major focus of the Plan is the setting of goal commitments at every campus, special unit, and division in the District. These goal commitments, which are prepared in October and November of each year, provide a written plan of action for guidance in recruitment and employment. These commitments are subjected to a review process. Upon the completion of this process, the goal commitments are used by the Department of Staff Personnel in their recruiting efforts.

The Plan also stipulates that the District will monitor its progress through a yearly report to the Board. Such a report has been prepared in each of the last three years. On January 21, 1980, the U. S. District Court (Western District of Texas, Austin Division) approved a Consent Decree concerning desegregation of the Austin Independent School District. This Consent Decree commits the District to continue the efforts outlined in the Faculty/Staff Recruitment Plan and also to continue to document these efforts.

Chapter III

Context

This chapter examines the context within which the District must work by comparing the ethnic percentages of AISD students with the State as a whole and by comparing the ethnic and sex percentages of AISD professional employees with those of the State and the Nation. Finally a description of the labor market available to AISD is provided.

How does the ethnic breakdown of AISD students compare with that of the State?

Throughout this report, District staff and students who are Anglo, Asian, or Native American are considered to fall into the category referred to as "Other." The category "Hispanic" refers to all persons of Spanish descent; e.g. Mexican American, Puerto Ricans, etc.

		Ethnicity					
		Black		Hispanic		Other	
Year	Locale	Number	Percent	Number	Percent	Number	Percent
1976	Austin	9,378	16.0	13,933	23.8	35,342	60.3
	Texas	-	15.5	-	24.2	-	60.3
1977	Austin	9,703	16.6	14,046	24.1	34,666	59.3
	Texas	-	15.3	-	25.3	-	59.4
1978	Austin	9,915	17.1	14,210	24.5	33,834	58.4
	Texas	-	-	-	-	-	-
1979	Austin	9,986	17.5	14,738	25.8	32,358	56.7
	Texas	432,151	15.0	763,623	26.6	1,677,527	58.4
1980	Austin	10,301	18.6	15,083	27.2	29,985	54.2
	Texas	434,667	15.0	796,614	27.5	1,668,786	57.5
1981	Austin	10,448	19.1	15,294	28.0	28,916	52.9
	Texas	-	-	-	-	-	-

Figure 1. ETHNIC COMPOSITION OF AISD AND TEXAS BY YEAR WHERE AVAILABLE.

Figure 1 shows the ethnic percentages of students in AISD and the state of Texas. The AISD data are taken from the October Ethnicity Reports prepared by the Department of Student Records and Reports. The State information was obtained from the Texas Education Agency. The following conclusions are evident from the table.

a. The percentage of Black students in Texas seems to be holding steady after a slight decline, while the percentage in the District is increasing slightly.

b. The percentages of Hispanic students in the State and in the District are increasing.

c. The percentages of Other students in the State and in the District are decreasing.

d. The ethnicities of AISD students show a reasonably close parallel to the State averages. AISD has about 4% more Blacks and about 4% fewer Others.

It should be noted that the change in the number of Other students was greater between 1979 and 1980 than any other two years, due to the implementation of the latest desegregation plan in 1980. It seems likely that future changes in the percentage of Other students will be more similar to those of years prior to 1980.

How does the District compare with the State and the Nation in the ethnic composition of its teachers and administration?

Figure 2 provides the ethnic percentages for professionals in AISD, and for teachers in Texas and the United States as a whole.

The data on national percentages were obtained from a 1979 National Education Associations report, and were based on a sample of classroom teachers. Hispanic teachers in the United States sample also included Native American and Asian teachers. (Texas and AISD ethnic percentages include Asian and Native American teachers in the "Other" category).

The 1981 ethnic percentages for Texas were provided by the Texas Education Agency. AISD ethnic percentages represent all professionals in the District, not just teachers.

	Ethnicity		
Locale	Black	Hispanic	Other
U. S. *	8.4	1.4	90.2
Texas **	10.6	10.7	78.7
AISD **	12.9	12.9	74.2

* 1979
** 1981

Figure 2. TEACHER ETHNIC PERCENTAGES FOR THE U. S., TEXAS, AND AISD.

In Figure 3, data on the percentage of administrators by ethnicity in the state of Texas and the AISD are presented for 1981. These data were provided by TEA and the AISD Personnel Department.

Locale	Ethnicity		
	Black	Hispanic	Other
AISD	15.7	17.3	67.0
Texas	8.7	10.8	80.5

Figure 3. THE ETHNIC PERCENTAGES OF ADMINISTRATORS IN AISD AND TEXAS FOR 1981.

Changes in the ethnic percentages for AISD professionals and administrators combined over 14 years are provided in Figure 4. A graph of the data presented in Figure 4 is provided in Figure 5.

Fall	Black	(Change)	Hispanic	(Change)	Other	(Change)
1968	14.0		2.2		83.7	
		+0.5		+0.2		-0.7
1969	14.5		2.4		83.0	
		+0.7		+0.4		-1.0
1970	15.2		2.8		82.0	
		-0.5		+1.6		-1.2
1971	14.7		4.4		80.8	
		-0.1		+0.5		-0.4
1972	14.6		4.9		80.4	
		-0.2		+1.5		-1.3
1973	14.4		6.4		79.1	
		-0.5		+0.1		+0.4
1974	13.9		6.5		79.5	
		-0.3		+1.1		-0.6
1975	13.6		7.6		78.9	
		None		+1.2		-1.3
1976	13.6		8.8		77.6	
		-0.6		+1.2		-0.5
1977	13.0		10.0		77.1	
		None		+0.7		-0.7
1978	13.0		10.7		76.3	
		-0.4		+1.2		-0.8
1979	12.6		11.9		75.5	
		+0.4		+0.6		-1.0
1980	13.0		12.5		74.5	
		+0.1		+0.6		-0.7
1981	13.1		13.1		73.8	

Figure 4: ETHNIC PERCENTAGES FOR PROFESSIONALS AND ADMINISTRATORS COMBINED FOR 14 YEARS.

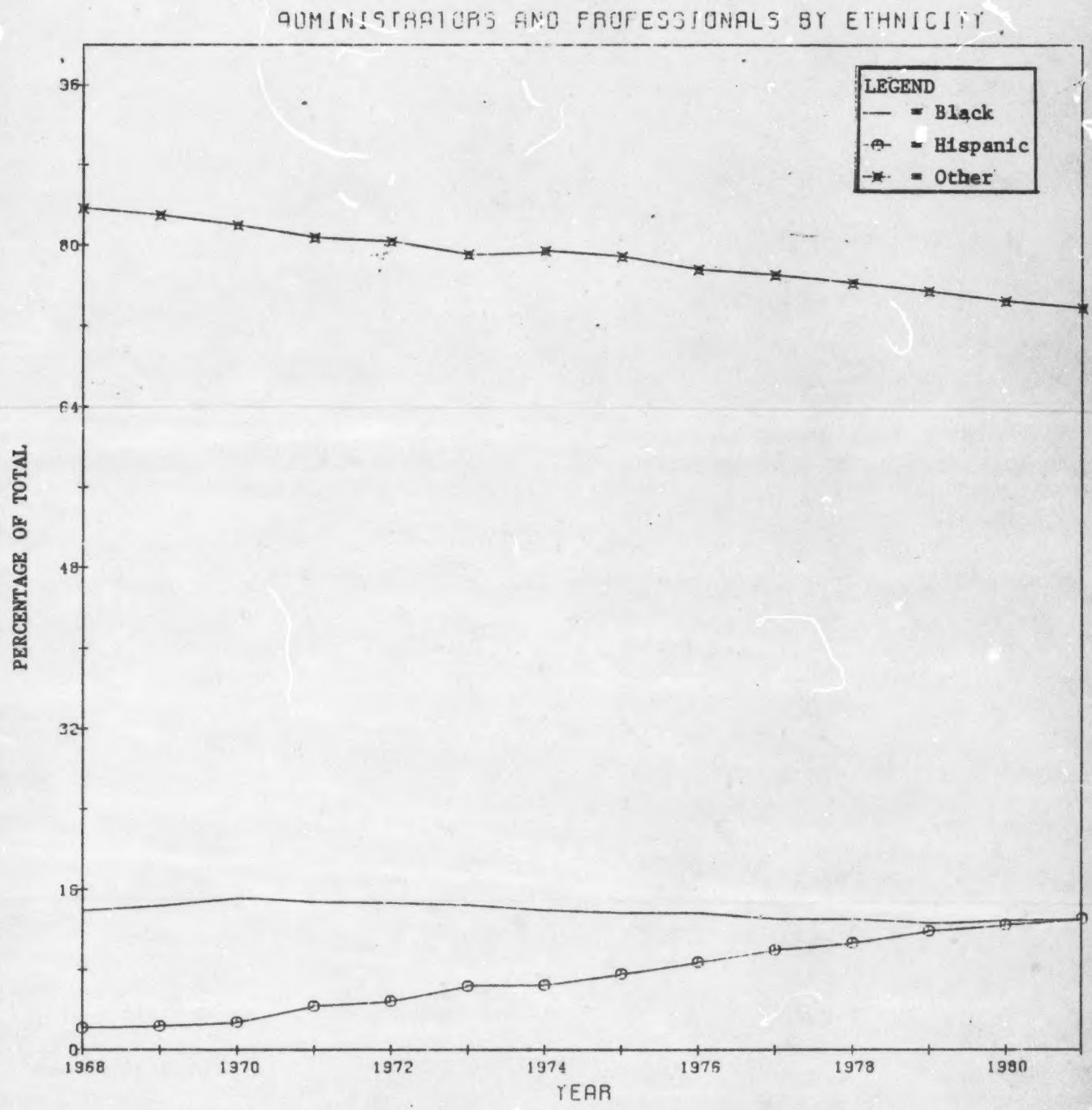

Figure 5. ETHNIC PERCENTAGES FOR PROFESSIONALS AND ADMINISTRATORS COMBINED FOR 14 YEARS.

Figure 6 provides a similar table for administrators for the last 3 years.

Ethnicity	Year (Fall) 1979	1980	Change	1981	Change
Black	14.3	14.4	+0.1	15.8	+1.4
Hispanic	16.2	15.6	-0.6	17.4	+1.8
Other	69.5	70.0	+0.5	66.9	-3.1

Figure 6. THREE YEAR SUMMARY OF ADMINISTRATORS IN AISD.

What can be learned from these figures?

a. The percentages of minority teachers and administrators in the District exceeds those of both the State and the Nation.

b. The District seems to be reversing a former trend of losing Black teachers and administrators.

c. AISD continues to make progress in increasing the percentage of Hispanic teachers and administrators.

d. The District showed a 3% gain in minority administrators between 1980 and 1981.

The goal of the District is for the ethnic representation of the staff to mirror that of the student population. To gauge the District's progress toward that goal, an index may be calculated by dividing the percentage of the staff who belong to a specific ethnic group by the percentage of the student body who belong to that group. If the District is on target, the resulting value will equal 1.0. If the value is less than 1.0, the District is short on staff of that ethnic group. If the value exceeds 1.0, then the District has an excess of staff from that group. If one assumes that the State also has a goal of parity between student and staff percentages, then an index can also be computed for the State.

Figures 7 and 8 report such an index for teachers and administrators in AISD and the State. The 1981 ethnic percentages for students in Texas was estimated by adding the state average percentage gains from 1976 to 1980 to the 1980 state percentages.

Locale	Ethnic Group		
	Black	Hispanic	Other
AISD	.67	.46	1.41
Texas	.72	.40	1.37

Figure 7: PERCENTAGE OF THE TEACHERS IN EACH ETHNIC GROUP DIVIDED BY THE PERCENTAGE OF THE STUDENTS IN THAT GROUP, Values greater than 1.0 indicate an excess of that ethnic group relative to the population. Values less than 1.0 indicate a need to improve the representation of the ethnic group.

Locale	Ethnic Group		
	Black	Hispanic	Other
AISD	.82	.62	1.26
Texas	.59	.40	1.41

Figure 8. PERCENTAGE OF THE ADMINISTRATORS IN EACH ETHNIC GROUP DIVIDED BY THE PERCENTAGE OF THE STUDENTS IN THAT GROUP, Values greater than 1.0 indicate an excess of that ethnic group relative to the population. Values less than 1.0 indicate a need to improve the representation of the ethnic group.

Despite the fact that the District has a greater percentage of Black teachers than the State as a whole, *the ratio shows that AISD is slightly farther behind in reaching its goal than the State as a whole* (.67 for AISD vs. .71 for Texas as a whole). However, *AISD has done a better job than the State in recruiting a corps of Hispanic teachers* (.46 for AISD to .39 for the State).

Figure 8 shows that *AISD is well ahead of the State in hiring administrators who reflect the ethnic makeup of the student body.*

In conclusion, the current status of the District seems to be as follows:

a. The District has seemed to have reversed a decline in the percentage of Black professionals and administrators.

b. The District continues to increase the percentage of Hispanic teachers and administrators.

c. With the possible exception of Black administrators, the District has a long way to go before the ethnic percentages of the staff match those of the student body.

How does AISD compare with the State and the Nation in breakdown of its teachers and administrators by sex?

The percentages of male and female professionals in AISD, Texas, and the United States are presented in Figure 9. The data in this table indicate that the percentages of males and females are more disproportionate in the AISD than they are in Texas or the Nation as a whole. Furthermore, the situation is not improving, for there has been a slight decline in the percentages of male professionals over the last three years in the AISD.

	1979		1980		1981	
Locale	Male	Female	Male	Female	Male	Female
U. S.	33.3	66.7	—	—	--	--
Texas	--	—	24.2	75.8	27.0	73.0
AISD	20.6	79.4	20.4	79.6	20.0	80.0

Figure 9. THE PERCENTAGES OF TEACHERS BY SEX IN THE U. S., TEXAS AND AISD.

The data for the United States were provided by the National Education Association and were based on a sample of classroom teachers. Data for the state of Texas were provided by the Texas Education Agency. The AISD data included regular campus teachers, teachers at special centers (such as Clifton Center), and other professionals.

In Figure 10, a four year summary of the percentages of males and females for both professionals and administrators within AISD is presented.

	Administrator		Professional		Total	
Year	Male	Female	Male	Female	Male	Female
April 1979	55.0	45.0	20.9	79.1	23.7	76.2
January 1980	52.6	47.4	20.6	79.4	23.2	76.8
December 1980	52.8	47.2	20.4	79.6	23.0	77.0
December 1981	50.8	49.2	20.0	80.0	22.4	77.6

Figure 10. FOUR YEAR SUMMARY OF PROFESSIONAL AND ADMINISTRATOR PERCENTAGES BY SEX IN AISD.

The figure indicates that between 1979 and 1981 there has been

a. about a 4% gain in the percentage of female administrators and

b. about a 1% loss in male teachers.

Figure 11 provides sex ratio for females and males in AISD by position and ethnicity. The table shows the ratio of females to males. At the professional level there are four females for each male on the average. Note, however, that the ratio for Blacks is six-to-one. At the administrative level Black and Hispanic females slightly outnumber males.

Position	Ethnicity			
	Blacks	Hispanics	Other	Total
Professional	6.00 to 1	3.40 to 1	3.87 to 1	4.00 to 1
Administrator	1.17 to 1	1.39 to 1	.84 to 1	.97 to 1

Figure 11. SEX RATIOS (FEMALES TO MALES) FOR PROFESSIONAL AND ADMINISTRATIVE POSITIONS BY ETHNICITY AND TOTAL.

What are the characteristics of persons entering the field of education?

The supply of teachers in the labor market is partially a function of

a. the number of new teaching certificates issued,

b. the number of student teachers in a district, and

c. the enrollment in teacher education.

Figure 12 provides a breakdown by ethnicity of

a. the students in AISD,

b. the students in Texas, and

c. the certifications issued in Texas.

It should be noted that the number of certifications issued is not equal to the number of individuals newly certified. The Certification Division of the Texas Education Agency estimates that most of the newly certified individuals receive certificates in at least two teaching fields. Thus, they estimate that the number of individuals newly certified is about one-half the number of certificates issued. Still, one would expect the percentage of certificates issued to each group to roughly estimate the percentage of beginning teachers who belong to the group.

Ethnic Group	Percentage of ...		
	AISD Students*	Texas Students**	Certificates Issued*
Black	19.2	14.9	6.6
Hispanic	28.0	27.5	11.7
Other	52.8	57.6	81.7

*1981
**1980

Figure 12. REPRESENTATION OF ETHNIC GROUPS IN VARIOUS POPULATIONS.

This figure indicates that both

a. the percentages for minority students in the state of Texas and AISD and

b. the percentages for minority teachers presently employed in the state of Texas and AISD

are greater than the percentages of newly certified minority teachers.

Figure 13 provides a three year summary by ethnicity of the percentages for certifications issued by the Texas Education Agency.

	Ethnicity		
Year	Black	Hispanic	Other
1975-76	7.1	11.7	81.2
1979-80	7.1	11.7	81.2
1980-81	6.6	11.7	81.7

Figure 13. A THREE-YEAR SUMMARY OF THE PERCENTAGES OF TEACHING CERTIFICATES ISSUED BY TEA TO EACH ETHNIC GROUP.

These data on certifications issued reveal

a. a slight decline for Blacks,

b. no change for Hispanics, and

c. a slight increase for Others.

In Figure 14, a frequency distribution of the certificate types held by professionals hired by AISD in 1981 is presented.

Figure 15 lists the certificates most frequently held by professionals hired by AISD in 1981. It shows the ethnic breakdown of those certificates at the state level and for those newly hired professionals. Note that AISD generally is hiring minority group members in most areas of certification at percentages that exceed their certification at the state level. It is also interesting to note the areas in which each ethnic group seems to exceed or trail its average in the State. For example, 6.6% of the certificates were issued to Blacks. However, only 4.8% of the certifications in mathematics were given to Blacks. If minority group members are underrepresented in the areas most in demand by the District, the District will be harder pressed to recruit minority teachers.

These figures reflect the status of the Employee Master Record File as of December 9, 1981. They are accurate to the extent that the file was accurate. The reader should be aware that the accuracy of this data has been questioned in one instance.

Number of Certifications Issued	Certification Types
126	General Elementary
36	English
25	Bilingual; Mentally Retarded
24	Kindergarten
17	Music
16	Psychology
15	Health and Physical Education
14	Language and/or Learning Disabilities
11	Mathematics; Speech and Hearing Therapy
10	Biology; Spanish
9	Generic Special Education; History; Reading
8	Sociology
7	Counselor
6	Speech
5	Business, Composite; Early Childhood; Education for Handicapped Children; Emotionally Disturbed; Physical Education
4	Agriculture; English Language Arts, Composite; Geography; Homemaking; Industrial Arts; Physically Handicapped; Reading Specialist; Science, Composite; Social Science, Composite; Supervisor
3	Administrator, Mid-Management; Government-Political Science; Journalism; Librarian
2	Diagnostician, Educational; Drama; Life-Earth Middle School Science; Office Education; Psychologist, Associate School
1	Business, Administration; Deaf/Hard of Hearing; Driver Education; French; German; Health; Distributive Education; Visiting Teacher; Severely/ Physically Handicapped
308	Other*

*Persons without certification or persons with other certification types.

Figure 14. AREAS OF CERTIFICATION HELD BY AISD PROFESSIONAL STAFF HIRED IN 1981.

Certification Types	Black		Hispanic		Other	
	AISD	Texas	AISD	Texas	AISD	Texas
General Elementary	8.7	6.5	23.0	12.2	68.3	82.3
English	8.3	4.8	11.1	8.2	80.6	87.0
Bilingual	0.0	6.6	84.0	76.5	16.0	16.8
Mentally Retarded	8.0	11.5	4.0	5.0	88.0	83.5
Kindergarten	8.3	6.5	16.7	12.9	75.0	80.7
Music	17.6	5.1	17.6	4.2	64.7	90.7
Psychology	0.0	5.4	12.5	9.4	87.5	85.3
Health and Physical Education	13.3	8.6	20.0	5.6	66.7	85.9
Language and/or Learning Disabilities	7.1	5.7	28.6	9.6	64.3	84.7
Mathematics	0.0	4.8	18.2	6.7	81.8	88.5
Speech and Hearing Therapy	0.0	6.0	9.1	9.7	90.9	84.3
Biology	10.0	6.6	10.0	8.1	80.0	85.2
Spanish	0.0	2.5	50.0	46.6	50.0	50.9
Total	8.6	6.6	17.8	11.7	73.6	81.7

Figure 15. THE CERTIFICATION PERCENTAGES BY ETHNICITY FOR TEXAS AND THE AISD FOR AREAS IN WHICH INDIVIDUALS WERE MOST FREQUENTLY HIRED BY THE AISD.

As noted earlier, a primary source of new teachers for any school district is student teachers placed in that district. They have a strong advantage in hiring because they are known to the principals. To the extent that the pool of student teachers is overwhelmingly Other in composition, the District will have difficulty in meeting its hiring goals. Figure 16 below shows the ethnic percentages of student teachers in AISD for four years.

Year	Ethnicity		
	Black	Hispanic	Other
1975-76	7.1	11.7	81.2
1979-80	4.5	11.2	84.3
Fall 1980	3.4	9.2	87.4
Fall 1981	4.6	8.3	87.1

Figure 16. FOUR-YEAR SUMMARY OF THE ETHNICITY OF STUDENT TEACHERS IN AISD. (For 1981 N's see Figure 15).

Figure 16 reveals the following for 1981:

a. there was a reversal of the downward trend for Black student teachers in the District, and

b. the decline in the percentage of Hispanic student teachers in the District continued.

Figure 17 provides for the AISD the number of student teachers in each ethnic group by college or university. Student teachers were placed in the District from four local area universities (see Figure 17).

College or University	Ethnicity			
	Black	Hispanic	Other	Total
University of Texas	6	24	293	423
Huston-Tillotson	9	0	0	9
St. Edwards	1	5	12	18
Southwest Texas State	1	5	26	32
Total	17	34	331	482

Figure 17. THE ETHNICITY OF STUDENT TEACHERS IN AISD BY COLLEGE OR UNIVERSITY.

It is apparent for Figure 17 that

a. the majority of Hispanic and Other student teachers in the District were from the University of Texas,

b. the majority of Black student teachers were from Huston-Tillotson,

c. only 13 percent of student teachers in the District were minorities, and

d. 90 percent of the student teachers in the District were from the University of Texas.

If the percentage of certificates issued to each ethnic group can be taken as a reasonable estimate of that group in the supply of new, beginning teachers, then the institutions from which AISD draws its student teachers are well below the state average in minority student teachers.

In recent newspaper articles, the following trends in enrollment have been observed:

a. a 45 percent decline in enrollment in teacher education during the last 10 years at the national level and

b. a 23 percent decline in the number of teachers graduating from Texas schools during the last seven years.

In addition, the Office of Institutional Studies at the University of Texas provided information indicating that there has been a 40 percent decline in enrollment of the undergraduates in the College of Education at the University since 1972.

If the above trends continue, and there are no indications that they will not, a shortage of teachers is possible. In fact, the U.S. Department of Health, Education, and Welfare, in a report entitled "A Favorable Job Market Foreseen for Teacher Graduates in the Late 1980's," estimates that the supply of new teacher graduates will fall short of the total demand for additional teachers after 1985 in the nation as a whole. Moreover, since one of the factors in determining the demand for additional teachers is enrollment changes, then the shortages in Texas and the Sunbelt as a whole will be exacerbated by increases in the region's population.

What are the attrition rates for professional personnel by ethnicity in the District?

In addition to enrollment changes, replacement of teachers who leave the profession, either permanently or temporarily, is another factor in determining the demand for additional teachers. Hence, there is a need to examine the losses for the professional personnel in the District. Figure 18 shows the losses by ethnic group for the professional personnel in the District during 1981. Here, losses are defined as the difference between the number of professionals employed in December, 1980 and December, 1981 plus the number of new hires in 1981. The attrition rate for an ethnic group is defined as the losses divided by the number of ethnic group members employed in December, 1980.

Ethnicity	December, 1980 Population Number	Loss*	Attrition Rate**
Black	468	43	9.2%
Hispanic	455	83	18.2%
Other	2,777	510	18.4%
Total	3,700	636	17.2%

*Number Employed (12-80) minus number employed (12-81) + number of new hires.
**Loss divided by number employed (1-81).

Figure 18. ATTRITION RATE OF AISD PROFESSIONALS IN 1981.

Figure 18 reveals that Blacks are less likely to leave the District than Hispanics or Others. In fact, the attrition rate for Blacks is about half that of the other groups (9% vs. 18%).

The age distribution of an ethnic group can also affect the rate at which individuals leave from that group. The older an individual is the less likely he or she is to leave an organization. The age distributions of professionals of each ethnic group are presented in Figure 19.

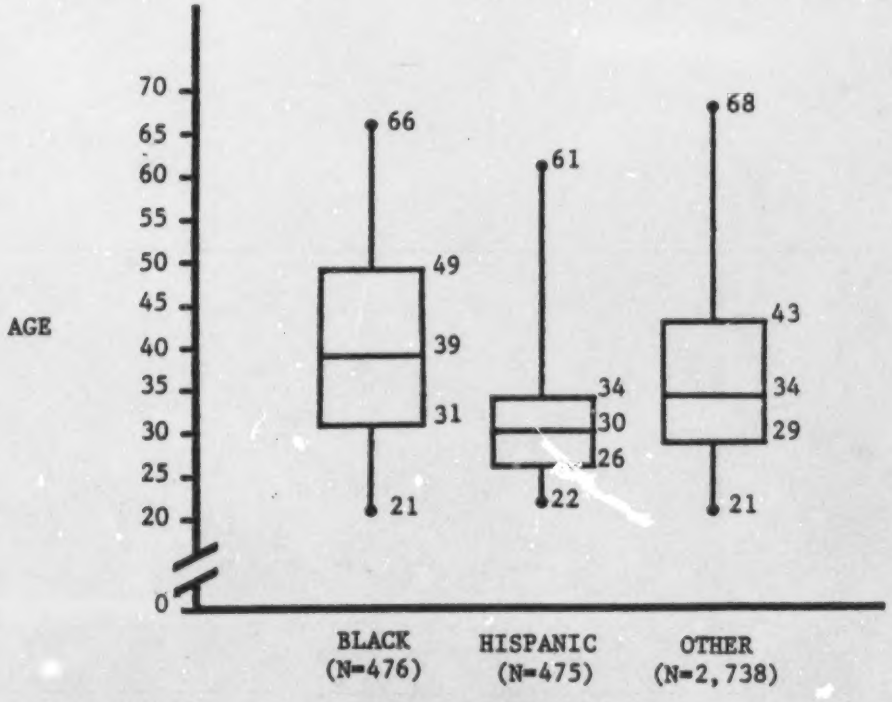

Figure 19. AGE DISTRIBUTION OF PROFESSIONALS IN THE AISD BY ETHNICITY.

To illustrate how to interpret Figure 19 consider the Black group. The figure indicates that for Black professionals, the 25th percentile is an age of 31; that is, 25% of the Black professionals are below the age of 31. The 50th percentile is an age of 39; the 75th percentile is an age of 49, and the greatest age is 66. The data for the other ethnic groups can be interpreted in a similar fashion.

It is evident from Figure 19 that

a. the Black group is the oldest,

b. seventy-five percent of the Hispanic group are between the ages of 22 and 34.

To further illustrate the differences in the age distributions of the ethnic groups, Figure 20 is presented. This figure provides the number and percent of professionals in the District for all ages, those 35 or under, those 30 or under, and the goals for each ethnic group.

The figure reveals that if only those teachers over 35 are considered, the percentage of teachers who are Black (18.2%) is very close to the District goal of 19.9%. On the other hand, the Hispanic group is best represented when only those teachers 30 or under are included (19.9% vs. a goal of 28.0%). The younger the age group the greater the Hispanic representation and the smaller the percentage of Blacks.

Figure 21 provides a similar breakdown for administrators. A similar pattern is found. The Black group has the greatest median age (49.5) followed by the Others (45.6) and the Hispanics (38.6). The percentage of Black administrators actually exceeds the hiring goal when only administrators over 45 are considered (23.4% vs. a goal of 19.2%). Hispanics come close to or exceed their goal when administrators 45 and under or 40 and under are considered.

Summary

In this chapter the status of the District, the state of Texas, and the U.S. as a whole was examined. This examination revealed that the District

a. has made some progress in its effort to achieve ethnic parity between the study body and the professional personnel,

b. is closer to meeting the goal for administrative personnel than for professional personnel,

c. has achieved equal representation of male and female administrators, and

d. has shown a decrease in male representation in professional positions and an increase in female representation in administrative positions.

Ethnicity	All Professionals		Over 35		35 or Under		30 or under		District Goal	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	476	12.9	293	18.2	183	8.8	112	8.7	708	19.1
Hispanic	475	12.9	100	6.2	375	18.0	257	19.9	1,033	28.0
Other	2,738	74.2	1,213	75.5	1,525	73.2	923	71.4	1,948	52.8
Total	3,689	100.0	1,606	100.0	2,083	100.0	1,292	100.0	3,689	100.0

Figure 20. THE NUMBER AND PERCENT OF PROFESSIONALS IN THE DISTRICT FOR VARIOUS AGE CLASSIFICATIONS BY ETHNICITY.

Ethnicity	All Administrators			Over 45		45 or Under		40 or Under		District Goal	
	Number	Percent	Median	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	50	15.8	49.5	37	23.4	13	8.2	11	9.5	61	19.2
Hispanic	55	17.4	38.6	11	7.0	44	27.7	36	31.0	89	28.0
Other	212	66.9	46.3	110	69.6	102	64.2	69	59.5	167	52.8
Total	317	100.1	45.6	158	100.0	159	100.1	116	100.0	317	100.0

Figure 21. THE NUMBER AND PERCENTAGE OF ADMINISTRATORS IN THE DISTRICT FOR VARIOUS AGE CLASSIFICATION BY ETHNICITY.

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25

Factors that may hinder the effort of the District in its attempt to reach its goals are

a. the percentages of minorities newly certified in Texas or who were student teachers in the District were less than the percentages of students in the District,

b. the downward trend in the supply of new teachers in the District, State, and the U.S. as a whole, while the population of the Sunbelt region is increasing, and

c. the population of Black professionals is the oldest of the three considered. Losses due to retirement will hit this group the hardest while the supply of young, Black professionals and administrators is declining.

Chapter IV

Recruitment and Hiring Information

In the previous chapter, the constraints within which the District conducts its recruiting and hiring efforts were examined. Some of these constraints were the status of the District and the size of the labor pool for teachers in the local area, the state of Texas, and the U.S. as a whole. These constraints complicate the District's recruiting and hiring efforts. In this chapter an examination of these efforts is conducted.

Information concerning the ethnicity and sex of teachers who were interviewed and actually hired as a result of campus visits and in-office interviews are reported here. Additionally, information on teachers placed in "highly visible positions" is provided. The data used in this chapter was supplied by the Office of Staff Personnel.

What is the ethnic and sex breakdown of teachers recruited on college campuses in 1981?

During 1981, members of the Department of Staff Personnel made recruiting trips to 39 different college and university campuses. The results of these recruiting trips are summarized in Figures 22-24. Figure 22 presents the number and percent of individuals who interviewed on Texas college campuses, received employment offers. and accepted offers by sex and ethnicity.

Figure 23 reports the same information for students interviewed on campuses outside the State, and Figure 24 provides combined results for all on-campus recruiting. Some findings from the figures are listed below.

a. In Texas recruiting produced about one new employee per visit, 34 new hires for 37 visits. Of those 34 hires, only eight were Blacks or Hispanics.

b. Outside the State recruiting produced nine new hires for nine visits; six of the nine were minorities.

c. The acceptance rate for minorities was higher for out-of-state recruiting.

d. Only about half the persons interviewed on campus filed applications with the District.

e. Of the persons who interviewed on campus and completed applications, the following percentages were offered jobs: Blacks, 36%; Hispanics, 28%; Others, 13%.

f. Only about 18% of the individuals who submitted applications as a result of campus recruiting were offered positions with the District; only about 12% accepted positions.

Ethnicity/Sex	Interviews		Offers		Acceptances		Acceptance Rate
	Number	Percent	Number	Percent	Number	Percent	
Black Male	12	2	0	0	0	0	-
Black Female	30	5	8	15	3	9	38%
Black Total	42	8	8	15	3	9	38%
Hispanic Male	24	4	2	4	0	0	-
Hispanic Female	80	15	11	21	5	15	45%
Hispanic Total	104	19	13	25	5	15	38%
Other Male	106	19	4	8	3	9	75%
Other Female	299	54	28	53	23	68	82%
Other Total	405	74	32	60	26	76	81%
Male Total	142	26	6	11	3	9	50%
Female Total	409	74	47	89	31	91	66%
Total	551	100	53	100	34	100	64%

Figure 22. SUMMARY OF ON-CAMPUS RECRUITING IN THE STATE OF TEXAS (37 VISITS).

Ethnicity/Sex	Interviews		Offers		Acceptances		Acceptance
	Number	Total	Number	Percent	Number	Percent	Rate
Black Male	16	20	1	8	1	11	100%
Black Female	36	44	7	54	4	44	57%
Black Total	52	64	8	62	5	56	63%
Hispanic Male	1	1	1	8	1	11	100%
Hispanic Female	3	4	1	8	0	0	0%
Hispanic Total	4	5	2	15	1	11	50%
Other Male	10	12	2	15	2	22	100%
Other Female	15	19	1	8	1	11	100%
Other Total	25	31	3	23	3	33	100%
Male Total	27	33	4	31	4	44	100%
Female Total	54	67	9	69	5	56	56%
Total	81	100	13	100	9	100	69%

Figure 23. SUMMARY OF ON-CAMPUS RECRUITING OUTSIDE THE STATE OF TEXAS (9 VISITS).

Ethnicity/Sex	Interviews		Submitted Applications		Offers		Acceptances		Acceptance Rate
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Black Male	26	5	11	3	1	2	1	2	100%
Black Female	66	10	33	9	15	23	7	16	47%
Black Total	94	15	44	12	16	24	8	19	50%
Hispanic Male	25	4	14	4	3	5	1	2	33%
Hispanic Female	83	13	40	11	12	18	5	12	42%
Hispanic Total	108	17	54	15	15	23	6	14	40%
Other Male	116	18	63	17	6	9	5	12	83%
Other Female	314	50	207	56	29	44	24	56	83%
Other Total	430	68	270	73	35	53	29	67	83%
Male Total	169	27	88	24	10	15	7	16	70%
Female Total	463	73	280	76	56	85	36	84	64%
Total	632	100	368	100	66	100	43	100	65%

Figure 24. SUMMARY OF ON-CAMPUS RECRUITING (46 VISITS).

Ethnicity/Sex	Interviews		Offers		Acceptances		Acceptance Rate
	Number	Percent	Number	Percent	Number	Percent	
Black Male	14	2	2	1	2	1	100%
Black Female	42	6	16	7	12	6	75%
Black Total	56	7	18	7	14	7	78%
Hispanic Male	21	3	7	3	3	1	43%
Hispanic Female	99	13	46	19	38	18	83%
Hispanic Total	120	16	53	22	41	20	77%
Other Male	109	14	24	10	22	10	92%
Other Female	477	63	149	61	133	63	89%
Other Total	586	77	173	71	155	74	90%
Male Total	144	19	33	14	27	13	82%
Female Total	618	81	211	86	183	87	87%
Total	762	100	244	100	210	100	86%

Figure 25. SUMMARY OF OFFICE RECRUITING.

Ethnicity/Sex	Interviews		Offers		Acceptances		Acceptance Rate
	Number	Percent	Number	Percent	Number	Percent	
Black Male	42	3	3	1	3	1	100%
Black Female	108	8	31	10	19	8	61%
Black Total	150	11	34	11	22	9	65%
Hispanic Male	46	3	10	3	4	2	40%
Hispanic Female	182	13	58	19	43	17	74%
Hispanic Total	228	16	68	22	47	19	69%
Other Male	225	16	30	10	27	11	90%
Other Female	791	57	177	57	156	62	88%
Other Total	1,016	73	207	67	183	73	88%
Male Total	313	22	43	14	34	13	79%
Female Total	1,081	78	266	86	218	87	82%
Total	1,394	100	309	100	252	100	82%

Figure 26. SUMMARY OF RECRUITING FOR 1981 (CAMPUS AND OFFICE).

During 1981, a total of 762 individuals were interviewed in the offices of the Department of Staff Personnel. In Figure 25, the number and percent of individuals by sex and ethnicity who were interviewed, received an offer, and accepted an offer as a result of an office interview are presented.

The data in the figure indicate that for the office recruiting effort

a. the proportion of offers made to the minority groups exceeds their representation in the interview population,

b. the percentages of offers accepted by the minority groups, except in the case of Black males, are less than the percentages of both males and females in the Other group, and

c. about 32% of those interviewed in the office received job offers. About 28% were hired.

Figure 26 provides a summary of all recruitment and hiring of professionals making application in 1981.

The pool from which individuals were hired includes, in addition to individuals recruited in 1981, persons with applications on file from previous years. In fact, more than one-half of those hired had applications on file in previous years. Persons in this group probably have an advantage in being hired because many of them are known by the principals. Often they are former teachers or have worked frequently as substitute teachers. Figure 27 provides data on all individuals who were made offers and hired in 1981.

Ethnicity/Sex	Offers		Acceptances		Acceptance Rate
	Number	Percent	Number	Percent	
Black Male	10	1	7	1	70%
Black Female	58	8	44	7	76%
Black Total	68	10	51	8	75%
Hispanic Male	25	4	20	3	80%
Hispanic Female	101	15	83	13	82%
Hispanic Total	126	18	103	16	82%
Other Male	85	12	73	12	86%
Other Female	416	60	398	64	96%
Other Total	501	72	471	75	94%
Male Total	120	17	100	16	83%
Female Total	575	83	525	84	91%
Total	695	100	625	100	90%

Figure 27. SUMMARY OF PROFESSIONAL HIRING IN 1981.

Type Of School	Position	Ethnicity			
		Black	Hispanic	Other	Total
Junior High	Head Coaches, All Sports	1	0	0	1
	Assistant Coaches, All Sports	3	1	0	3
	Pep Squad Sponsors	1	0	0	1
	Assistant Band Directors	0	1	0	1
	Subtotal	4(67%)	2(33%)	0(0%)	6
Senior High	Head Coaches, All Sports	1	1	5	7
	Band Directors	0	0	4	4
	Orchestra Directors	0	1	2	3
	Drill Team Sponsors	0	0	4	4
	Subtotal	1(6%)	2(11%)	15(83%)	18
Grand Total		5(21%)	4(17%)	15(62%)	24

Figure 28. THE NUMBER OF PERSONNEL BY ETHNICITY ASSIGNED TO "HIGHLY VISIBLE POSITIONS."

Figure 24 indicates that

a. for minorities the acceptance rates are somewhat lower than those of Others,

b. males comprise 16 percent and 17 percent, respectively, of offers made and individuals hired in the District,

c. the percentage of Black professionals hired in 1981 is less than their present representation in the District, and

d. the percentage of Hispanic professionals hired in 1981 exceeds their present representation in the District.

What is the ethnicity of teachers placed in "highly visible positions" in AISD?

The Consent Decree on the desegregation of the AISD commits the District to make a special effort and to give high priority to the placement of minorities in "highly visible positions" such as coaches, band and choral directors, etc. Figure 28 shows the assignment of individuals by ethnicity to these positions at the junior and senior high levels during 1981.

It is apparent from the figure that

a. a significant number of Blacks and Hispanics were placed in "highly visible positions" within the District, but

b. over 66 percent of the placements for Blacks and Hispanics were at the junior high level.

Summary

In this chapter the recruiting and hiring efforts were examined. It is clear from this chapter that

a. of the applicants who completed applications in 1981 the percentage of Blacks and Hispanics who received job offers was greater than Others,

b. the percentages of minority personnel placed in "highly visible positions" exceed their present representation in the District, and

c. the acceptance rate was lowest for Blacks (75%), higher for Hispanics (82%), and highest for Others (94%).

d. The District is hiring Black professional applicants at about 1.25 times the rate they receive teacher certificates in Texas. Hispanics are being hired at 1.4 times the rate certified.

Chapter V

Current Staffing Patterns and Future Goals

In the previous chapter, the recruiting and hiring efforts of the District were presented. The present chapter examines the affects of those efforts. First, comparisons of the 1981 goals and actual staffing levels are provided. Projections are then used to determine if the District could have reached its goals during 1981. Finally, a summary of the goal commitments prepared by administrators and campuses concerning faculty/staff recruitment for 1982 is presented.

How well did central administration do in its efforts to achieve the goals established in its goal commitments for 1981?

During the fall of 1980, the central administration of the District prepared goal commitments for 1981. Figure 29 below shows the numbers and percentages of individuals who were employed in October of 1980 and 1981, the 1981 goals, and the deviations from those goals for the administrative and professional personnel in central administration.

It is evident from Figure 29 that

a. each minority group made progress toward the goals established via the goal commitment forms for central administration, except in the case of Hispanic professionals,

b. the number of individuals increases for each minority group, except for Hispanic professionals, and

c. the goals were not met or exceeded for any minority group.

How close is the District to achieving its goal of ethnic parity of the student body and the professional staff?

Figure 30 below presents the number and percent of individuals employed in December, 1980 and 1981, the goals, and the deviations from the goals for professionals in the District. The goal here is ethnic parity of the student body and the professional staff.

This figure reveals that

a. the numbers and percentages for both Black and Hispanic professionals increase, and

b. a substantial effort is required to reach the desired parity for professional personnel, since the District is out of kilter by 790 minority individuals. Assuming that the make up of the student body remains the same and that the current rate of improvement continues, it will take, respectively, 29 and 52 years for the District to reach the desired goals for Blacks and Hispanics.

Position	Ethnicity	Employed Oct., 1980*		Employed Oct., 1981*		Goal 1981		Deviation	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Admin.	Black	13	8.9	15	10.1	17	11.6	-2	-1.5
	Hispanic	22	15.1	25	16.8	26	17.8	-1	-1.0
	Other	111	76.0	109	73.1	103	70.6	+6	2.5
	Total	146	100.0	149	100.0	146	100.0	+3	0.0
Prof.	Black	20	8.9	23	9.4	30	13.3	-7	-3.9
	Hispanic	19	8.5	18	7.3	34	15.0	-16	-7.7
	Other	185	82.6	204	83.3	162	71.7	+42	11.6
	Total	224	100.0	245	100.0	226	100.0	+19	0.0

*Based on goal commitment forms for the respective year.

Figure . THE NUMBERS AND PERCENTAGES OF ADMINISTRATIVE AND PROFESSIONAL PERSONNEL IN CENTRAL ADMINISTRATION EMPLOYED IN OCTOBER 1980 AND 1981, THE 1981 GOALS, AND GOAL DEVIATIONS.

Ethnicity	Employed Dec. 1980		Hires		Losses*		Net	Employed Dec. 1981		Goal		Deviation	
	Number	Percent	Number	Percent	Number	Percent	Change	Number	Percent	Number	Percent	Number	Percent
Black	468	12.6	51	8.2	43	6.8	+8	476	12.9	708	19.2	-232	-6.3
Hispanic	455	12.3	103	16.5	83	13.1	+20	475	12.9	1,033	28.0	-558	-15.1
Other	2,777	75.1	471	75.3	510	80.2	-39	2,738	74.2	1,948	52.8	790	21.4
Total	3,700	100.0	625	100.0	636	100.1	-11	3,689	100.0	3,689	100.0	0	0

*Losses = Employed 1980 + Hires - Employed 1981.

Figure 30. CHANGE IN EMPLOYMENT PATTERNS AND FACULTY/STAFF RECRUITMENT GOALS.

81.47

38

Ethnicity	Actual December, 1980 Number	Actual December, 1980 Percent	Hires	Losses	Projected December, 1981 Number	Projected December, 1981 Percent	Goal	Deviation
Black	468	12.6	184	43	609	16.5	19.2	-2.7
Hispanic	455	12.3	441	83	813	22.0	28.0	-6.0
Other	2,777	75.1	0	510	2,267	61.5	52.8	8.7
Total	3,700	100.0	625	636	3,689	100.0	100.0	0.0

Figure 31. PROJECTED OUTCOME IF ALL HIRES HAD BEEN LIMITED TO MINORITY APPLICANTS IN 1981.

How close could the District have come to reaching its goals in 1981? Assume that minorities were hired into all 625 professional positions that were filled during 1981. Allocate to each minority group, a certain number of these positions based on their underrepresentation in the professional staff. To determine what proportion of the 625 positions to allocate to a minority group, first calculate the deviation of this group from its goals. Now divide this number by the total deviation across all minority groups. The resulting number is the proportion of the 625 positions to be allocated to that minority group. The allocations were calculated to be, respectively, 183 Blacks and 456 Hispanics. Figure 31 illustrates the consequences of these allocations.

Figure 31 reveals that

a. in spite of the drastic actions described above, the District would not have reached its goals;

b. the District would have made significant progress toward its goals.

How close is the District to achieving its goal of ethnic parity of the student body and the administrative staff?

Figure 32 presents the number and percent of individuals employed in December 1980 and 1981, the goals, and the deviations from the goals for administrators in the District. The figure shows that

a. gains were made in both Black and Hispanic number,

b. the District is short 11 Black and 34 Hispanic administrators. Assuming that composition of the student body remains the same, and that the current rate of improvement continues, it will take, respectively, three and seven years for the District to reach the desired goal for Blacks and Hispanics.

Ethnicity	December, 1980		December, 1981		Gain	Goal		Difference
	Number	Percent	Number	Percent		Number	Percent	
Black	46	14.4	50	15.8	+4	61	19.2	-11
Hispanic	50	15.6	55	17.4	+5	89	28.0	-34
Other	224	70.0	212	66.9	-12	167	52.8	+45
Total	320	100.0	317	100.1	-3	317	100.0	-

Figure 32. ADMINISTRATOR CHANGES AND FACULTY/STAFF RECRUITMENT GOALS.

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What commitments were made by the District on the 1982 goal commitment forms?

Each campus and division of central administration is required by the Faculty/Staff Recruitment Plan to complete and submit goal commitments. In the goal commitment each campus and division is required by the Plan to:

a. "... develop a goal commitment outlining current staff compositions, goals for changes, and plans to enhance the success of new staff members."

In most cases, the goal commitments completed by each campus indicate plans for reaching the ethnic percentages of professional personnel which correspond to the ethnic percentages of the student body by searching for qualified minorities to fill vacancies which might occur. They also committed themselves to seek qualified males for vacancies which might occur.

In addition to setting recruiting goals, the campuses also indicated ways by which new teachers could be assisted in their adjustment. The most frequent techniques indicated are

a. orienting new staff members to management, operation, and administrative organization at the school,

b. using a "buddy system," the teaming of experienced teachers with new staff members,

c. providing additional staff development to new teachers,

d. meeting with new teachers throughout the year to provide support, information, and assistance,

e. using classroom visitation with follow-up conferences and feedback,

f. involving new teachers with existing staff in relationships to sharing techniques and classroom management strategies, and

g. enlisting the support of the assistant directors of personnel and the instructional coordinators as needed.

Goal Commitment Forms were sent to three central administration units, the Division of Instruction, Operations Division, and the Superintendent's Office. Completed forms were returned by the Superintendent's Office and the Division of Operations. Neither unit anticipated any openings in 1982, but both committed to attempt to hire minorities and women if any openings should occur.

What other efforts are being made to enhance the recruitment process in the District?

In the Faculty/Staff Recruitment Plan certain tasks were assigned to departments and offices in the District to support the recruitment and orientation process. Tasks were assigned to the Department of School-Community Relations and the Publications Office. In addition, the Department of Staff Personnel was to develop a special program to encourage minority students to do their student teaching in Austin.

The Department of School-Community Relations was assigned two tasks. This department was responsible for

a. "providing a special workshop for beginning teachers which concentrated on personal adjustment as well as professional preparation for instruction and classroom management, and

b. organizing alumni groups to assist new teachers become a part of the Austin community."

The above assignments were not performed. It should be noted, however, that the individual heading this department only recently assumed this position and was unaware of the responsibilities assigned in the Faculty/ Staff Recruitment Plan. Nevertheless, the department head stated that because of budgetary considerations and the tremendous amount of coordination needed between his department and the Department of Staff Personnel to implement the program, he felt that it was unlikely that the assignment would be carried out.

The Publication Office was assigned the responsibility of developing a program for sending news items to college publications concerning activities of graduates who are Austin teachers. As above, the individual heading this office only recently assumed this position and was unaware of the responsibility of the office outlined in the Faculty/Staff Recruitment Plan. However, this office is presently in the process of developing a program to fulfill the responsibility outlined in the Plan.

The Department of Staff Personnel, as required in the Faculty/Staff Recruitment Plan, developed a special program to attract minority students to do their student teaching in the District. This program was initiated in 1977. It allowed student teachers to work as half-time aides in addition to their student teaching. Several colleges and universities, in the states of Texas and Louisiana, with large minority enrollments, participated in the program. However, this program was discontinued in 1981 as a result of budgetary constraints.

Reference

Frankel, Martin M., A Favorable Job Market for Teacher Graduates in the Late 1980's (NCES 80-B08). Washington, D. C.: National Center for Educational Statistics, May 1980.

Exhibit A, Minutes of November 28, 1977

FACULTY STAFF RECRUITMENT PLAN

I. PHILOSOPHY

The Board of Trustees and the Superintendent of the Austin Independent School District are committed to quality education for all of its students. We also believe that equal employment and equal promotional opportunities for all of its employees enhance that commitment.

II. RATIONALE

The present composition of our student body is 59% Anglo, 24% Mexican-American, and 17% Black. Public schools reflect a cross section of society from all ethnic, socio-economic and other phases of the community. To provide in-depth education, the schools need to provide in the learning environment an opportunity for children to experience highly qualified representatives of all ethnic groups and cultures as a part of their education, since they need to learn and to function in a pluralistic world. The education of a youngster should be the top priority for schools; exposure to full learning is vital to the survival of our country and its total welfare. We believe, therefore, that the recruitment of professional representatives from all major groups is an essential aspect of the education of children.

III. GOALS - LONG RANGE

A. The Austin Independent School District will make a continuous effort to place male and female representation at all levels of employment wherever possible.

B. The Austin Independent School District will make a continuous effort to attain the ethnic percentages of professional personnel at all levels which approximately correspond to the ethnic percentages of pupil enrollment.

IV. SHORT-RANGE EXPECTATIONS AND GOALS

A. Current Expectations or Activities

Information gathered by the Department of Staff Personnel indicates that in the next few years the Austin Independent School District can expect that:

1. The percentage of Black professionals can be maintained at approximate current levels.

2. The percentage of Mexican-American professionals will probably increase at a rate of about 1 to 1½ percent per year.

3. The percentage of other ethnic groups will decline proportionately as minority percentages increase.

IV. SHORT-RANGE EXPECTATIONS AND GOALS (continued)

B. Goals:

1. While the information gathered to this point indicates that the preceding conclusions are reasonable, they should not be accepted as final. Instead, it should be the goal of the District to exceed these expectations if at all possible, and to be committed each year to move as far as possible toward the long-range goals. The long-range goals are to be achieved within a five- to seven-year period.

2. The recruiting of Black professionals should receive an especially high priority in order to reverse the present trend.

3. The recruiting of Mexican-American professionals should continue at a high level in order to exceed the current level of increase.

4. The recruitment and promotion of women into administrative positions will, also, receive a high priority.

C. Monitoring:

The District should continue to monitor its progress in faculty/staff recruiting and report to the Board each year any changes in expectations or success.

V. OBJECTIVES

The Austin Independent School District will demonstrate commitment to the above goals by the following:

A. The use of a broad base of commitment to the above goals by the following actions:

1. Each year, every school principal and supervisor of special units will, in consultation with the Department of Staff Personnel, develop a "goal commitment" (see Attachment A) outlining current staff compositions, goals for changes, and plans to enhance the success of new staff members. This will become a planning document for staffing.

2. Copies of these "goal commitments" will be given to the Department of Staff Personnel for guidance in recruitment and employment.

3. Under the direction of the Superintendent, each Division will work to prepare a "goal commitment" for each Division similar to those prepared by the principals. (See Attachment B).

B. Ensure that administrative measures are taken to see that personnel recruited will be successful by:

1. The Department of Staff Personnel taking those steps available to screen applicants for needed competencies before employment.

2. The Department of School-Community Relations providing a special workshop for beginning teachers prior to the beginning of the school year which will concentrate on personal adjustment and preparation as well as professional preparation for instruction and classroom management.

3. The Department of School-Community Relations organizing alumni groups in assisting new teachers from specific colleges in becoming a part of the Austin community.

4. The entire support staff of the District ensure that the available staff in the District has as a high priority making their help available to these new personnel, especially during the first year the personnel are new in the District. (See Attachment B, Item IV).

C. Enhance the recruitment process through appropriate involvement of as much of the District's staff as possible through such activities as:

1. All administrative staff members will continue actively to encourage and solicit able representatives of minority groups to apply through the Department of Staff Personnel for teaching positions in the Austin schools. This would include writing to friends, seeking the names of individuals to encourage them to come to Austin. Recruitment might include participation by the administrative staff of the Austin Independent School District in meeting with representatives of teacher-training institutions in efforts to get deans, department chairmen, professors of elementary and secondary education to recruit actively on our behalf and to provide us with names of promising people as a follow-up.

2. The Department of Staff Personnel and others will continue to develop close personal relationships with the following by means of one-to-one visits, letters of appreciation for services, et cetera:

   —college placement officers
   —college supervisors of student teachers
   —heads of educational departments
   —college deans

3. The Publications Office will develop a program for sending news items to college publications concerning activities of graduates who are Austin teachers.

4. The Department of Staff Personnel will make use of successful and personable ex-students in college recruitment efforts.

D. The Department of Staff Personnel's recruiting abilities will be supported by:

1. A travel budget allowing extensive recruiting and use of teachers for advance work.

2. The Department of Staff Personnel having authority to offer contracts prior to formal School Board approval.

3. The continued use of one Special Education Supervisory Unit (approved by TEA) in Personnel to assist in hiring special education personnel and increase time available for minority recruiting and contact work.

4. The addition of one staff member who will have major responsibility for the coordination of recruiting.

5. The Office of Staff Development and Student Teaching entering into agreements with teacher-training institutions having large percentages of minority enrollment, which will provide Austin schools as laboratories for student teachers to provide more in-District minority applicant prospects.

6. The Department of Staff Personnel continuing to concentrate on ways to make contacts for applicants with the department more comfortable and personalized.

SUMMARY:

The stated goal of the School District to provide highly qualified representatives of each major ethnic group in the community can be best accomplished through goal commitments at each level of District operation. This goal commitment procedure will promote an evolving process that will ensure quality programs of staff recruitment, orientation, and assistance. Moreover, it will generate and maintain positive attitudes of administrators and staff and promote a positive, productive environment for all staff and students.

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